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ABSTRACT

An examination of futurist literature showed that, in addition to traditional leadership skills, there are eight emerging skills vital to future leaders. Leaders of the future will have to focus on both future and present issues simultaneously by planning for various time frames, sensing the rates of change and communicating goals to followers, and providing the rationales, stamina, and concentration to bring about desired outcomes. In addition, leaders must reconcile the interests of many sectors and use techniques of mixed scanning (micro and macro) to interpret types of problems. Skill in appraising institutional performance will also be necessary, as well the willingness to adapt to changing conditions. Moreover, future leaders must also use their intuitions creatively in all areas, including in two further vital leadership skills: the ability to develop decision-making policy and the capacity of monitoring how their leadership is being understood by the public. Educational administration programs need to be reformed to anticipate future leaders' needs. (JW)

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A UCEA OCCASIONAL PAPER

EDUCATIONAL LEADERSHIP: WHAT NEXT?

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#8305

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EDUCATIONAL LEADERSHIP: WHAT NEXT?

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PREFACE

Preparing the paper for this conference has been satisfying from beginning to end. All of us respect and admire Jack Culbertson so much, for his decades of leadership as Executive Director of UCEA and for his being Jack Culbertson.

I have been privileged to know him since 1954, when he traveled north from Berkeley to spend a summer at the University of Oregon. He was completing his Ph.D. and I was just beginning my doctoral program. Two years later, coinciding with my first year of residence, he joined the faculty in Eugene as an assistant professor. He was enormously helpful to me, as a teacher, professional role model, and friend. Saturdays and Sundays, days of high productivity for me in those days, were quiet times for Jack when he frequented his office and the library. There was never an occasion when he was too busy to talk, question, or comment about thoughts or ideas that were of importance to me. There was never an occasion when I did not learn, did not benefit from those conversations. And so it remains until this day, as we share membership on the faculty of educational administration at OSU.

He is the ablest listener I have ever known; he is a gifted communicator in every respect, as well as a synthesizer. He is a motivator. He has remarkable patience, a willingness to hear ideas in their most primitive form. His self control and restraint are the objects of envy; so is his ability to endure an enthusiastic polemic on "a fresh idea" while possessing full grasp of the concept's origins, most often decades (sometimes centuries) old, that intellectual history being unknown to the concept's current inventor.

It is fitting indeed that this conference is addressed to leadership, for Jack Culbertson has carried that mantle for his profession, nationally and internationally, for more than three decades.

INTRODUCTION

A few days ago I read a short book by Robert Jastrow, titled God and the Astronomers. As I moved through the pages I was reminded over and over again of the enormity of the physical universe, of the concurrent and interrelated research of astronomers and physicists as they searched for and found explanations regarding the most perplexing of astro-physical problems.

Jastrow summarizes the contributions to knowledge and understanding of Slipher, de Sitter and Einstein, of Hubble and Humason, of Alpher, Herman, and Gamow, of the 1965 discovery of the cosmic fireball by Penzias and Wilson. He speaks too to the centuries-old debates between scientists and theologians regarding the origins of the universe. (I felt some of the anguish of those scientists as they reluctantly came to accept the Big Bang theory of the creation of the universe, a theory for which there is no scientific explanation.)

Commenting upon the Big Bang conclusion, Jastrow writes:

> ...at this moment it seems as though science will never be able to raise the curtain on the mystery of creation. For the scientist who has lived by his faith in the power of reason, the story ends like a bad dream. He has scaled the mountains of ignorance; he is about to conquer the highest peak; as he pulls himself over the final rock, he is greeted by a band of theologians who have been sitting there for centuries.[1]

Could this be the same with leadership? As we trace tediously through the efforts of social scientists who are students of leadership (traitists, situationists, behaviorists), when we scale the research record, when we reach the top leadership rock, when we gaze into the valley below, we seem to be greeted with homely truths, common sense assertions, and observations of philosophers and historians about leadership that appear to have as much credibility and significance as those of the social scientists--maybe more.

The recognition of change, and its significance to individuals, institutions, and societies, is hardly a 20th Century phenomenon. In this generation, the articulators of the future have been scientists joined by popularizers of science and technology, as well as a few visionaries located in the humanities and public affairs. Rene Dubois, Buckminister Fuller, Harold Lasswell, Willis Harman, Herman Kahn, Daniel Bell, Harold Shane, Ivan Illich, Donald Michael, and Barry Commoner are names that many recognize as analyst spokespersons regarding the contours of what lies ahead. Alvin Toffler (Future Shock and The Third Wave) and Marilyn Ferguson (The Aquarian Conspiracy) are more properly labeled synthesizers and popularizers of likely futures. These persons accept the hazardous responsibilities of projection, a responsibility that "pure" scientists either avoid or reject.

In 1982, we are beginning to sense that the current volume of scientific and technological achievement is genuinely extraordinary. Our day-to-day, modestly informed observations about the geometric advances in science and technology are inadequate. We can no longer afford to be casual. Today's changes are genuine, here and in our midst. We may be underestimating their saliency for individuals, institutions, and societies. We most certainly need to understand their significance for leadership.

In the paragraphs that follow I will discuss leadership from the perspective of the person who sets out to lead with some deliberateness. The discussion presumes a followership; it also presumes rather high-level leadership (school superintendent, university president, mayor, governor) in the public sector, where chief executive leadership can best be characterized as leadership "at a distance," as distinguished from leadership that is witnessed and experienced in day-to-day, face-to-face interrelationships within primary work groups. It is leadership that affects the lives of

followers, even though those followers may not have met their leader, seen their leader face-to-face, or even shaken hands. Followers may see and/or hear their leader through speeches, radio and television; they may have read about their leader, or talked about their leader with other people, but there is little or no personal contact. In these times (and in the future) attitudes, feelings, and sentiments of followers toward their leaders may be developed increasingly by a "flow of images" over time, as Harold Lasswell has observed.

The focus of the paper is upon leadership skills. Leadership is defined generally as the exercise of influence. Leadership skills are those that contribute to that objective. Responsibility for the initial identification of some of the skills described was shared with Tom Payzant, Superintendent of Schools in Oklahoma City. We joined forces in the UCEA Task Force (assembled by Jack Culbertson) on "Preparing Leaders to Anticipate and Manage the Future." Today's presentation is an extension of that initial effort.[2]

Leadership Understandings and Attitudes

It is my contention that leaders in the future will need to develop some understanding of the concept of leadership, and on the basis of that understanding to clarify their personal ambitions relative to leading.

Americans have a special fascination with leaders and leadership. The inculcation of attitudes toward leadership begins early in the lives of our people. School children become familiar with folk, political, biblical, military, and cultural heroes. Classroom walls bear the portraits of Washington, Lincoln, Martin Luther King, and Cesar Chavez. Boy Scouts, Girl Scouts, Four-H Clubs, boys' clubs--and later, civic groups, patriotic organizations, universities, professional societies, even political parties,

through ceremony, symbolism, and behavior, exhibit their commitment to leadership. It is indeed as American as the flag and apple pie.

The popular press decries the absence of leadership. As citizens we yearn for another time, another day, when leaders were in abundance. We are socialized from early childhood to respect our leaders, especially those from governmental, military, and religious sectors. Most Americans can identify and describe former Presidents like Washington, Lincoln, Roosevelt, Eisenhower, and Carter; military giants such as Patton, MacArthur, Dewey, and Pershing; and religious figures such as Jesus, Mohammed, Luther, St. Thomas Aquinas, Martin Luther King, Pope John, and Calvin. We have tended to label our "heroes" as leaders too, as witness the prominence of several astronauts in political and economic circles.

Despite its centrality in our normative system, we still know very little about leadership. A century ago, discussions of leadership were probably rather straightforward. Citizens may have been in agreement about who leaders were; maybe even what leadership was. That was before scholars set out to study the concept of leadership. Several decades of leadership research, involving historians, political scientists, psychologists, sociologists, and anthropologists, have exploded our earlier simplistic, almost common-sense understanding of the term. Gibb has said: "The concept of leadership, like that of general intelligence, has largely lost its value for the social sciences, although it remains indispensable to general discourse."[3]

Gibb's conclusion is simultaneously a source of frustration and a source of motivation. Research on leadership continues in the several domains of scholarship listed above. But those domains remain largely that--domains. They are seldom joined at the theoretical level; thus it remains for persons interested in <u>administration</u> and <u>leadership</u> to abstract from several areas of

research those generalizations that may apply to the administrative leaders of the future.

One of the most challenging tasks confronting the student of leadership is the selection of a framework in which to embed research, generalizations about leaders and leadership, or projections regarding the competencies that leaders in the future will require.

Leadership is, as we have indicated, a concept that does not lend itself to simple analysis. It is multidimensional, as contemporary research efforts reflect. Some researchers focus upon the interaction between leaders and followers. Others investigate the "situational" nature of leadership, while still others examine personal characteristics. Historians, biographers, and original theorists attempt more holistic analyses, which explore leader-follower relationships, the personal characteristics, and features of the contexts and situations that appear to affect leader behaviors.[4]

After the would-be leader enlarges his/her understanding of leadership (has internalized what is known), then attitudes regarding leadership begin to take shape.

Leader attitudes are the leaders' personal compasses. Attitudes shape and govern choices; they determine in large measure what is achievable. Gloom-and-doom attitudes are virtually self-fulfilling; on the other hand, bright, yeasty, optimistic attitudes are not likely to be self-fulfilling, but may produce an ethos or climate that is hopeful and likely to stimulate and motivate followers.

Robert Wood, a former university president and recently Superintendent of Schools in Boston, described vividly in a recent issue of Daedalus the current circumstances that surround education in the United States. Following his account of education's likely destiny, he reflected an important attitude toward leadership:

> As educators, we will all be required to accept new and strange disciplines: planning, budgeting, priorities, novel forms of collaborative arrangements. We must recognize, however, that neither at the level of primary, secondary, or higher education is it possible to go it alone, district by district, campus by campus. Otherwise, our institutions risk being dismembered, their functions reassigned to other corporations and agencies, with the high calling of education being made subservient to special purposes and special pleaders.[5]

Wood goes on to advocate a spirited set of initiatives on the part of educators, reasserting the saliency of education to our national purposes.

John Gardner too speaks to attitude. He cautions against the grand, Utopian dreams, the proposals that are enticing in their simplicity, and responsive to a growing hunger, especially when people sense deterioration and decay in basic values. Although conservative about what he labels "flights of fancy," he notes that we need visions and visionaries:

> The relentless pressure of each succeeding day, the incessant battering of life, absorbs our energies and shortens our perspective. We need to be reminded of larger and longer-term goals. We need to preserve our sense of direction.[6]

For an intellectual anchor and a source of perspective, Harold D. Lasswell offers as many conceptual tools with which to face the future as any Twentieth Century scholar. He urges an abiding respect for the past, an analytic, contextual approach to the present, and a methodology as well as philosophy for approaching the future. His frameworks are made to order for understanding periods of rapid change and societal transformation.[7] And what is more, they provide guidelines to guide and direct leader behavior.

Leadership Skills for the Future

After an examination of the futurist literature, Tom Payzant and I have concluded that the future leader will require many of the skills that current leaders or those of the past utilized. Goal setting and purpose defining, planning, organizing, climate setting, trust building and maintaining are examples of traditional leader skills. They remain very important, but we already know about them.

Instead, emerging skills are emphasized. There are eight:

1. Focusing upon the present and future simultaneously
2. Bridging between and among many sectors of interest
3. Mixed scanning, monitoring, and interpreting
4. Adapting to sustained changes
5. Appraising environments
6. Utilizing intuition
7. Utilizing decision-making policy development skills
8. Managing symbols

Focusing Upon the Present and the Future Simultaneously

How do incredibly busy leaders manage to deal with critical day-to-day problems and issues and have time left over to plan for the future? This is a critical question today, but it promises to be even more so in the years ahead.

Let us try to characterize the problem to some extent. Most leaders, indeed many followers, have at least a Sunday Supplement or cocktail party awareness of continuing as well as emerging arenas of change. These range from high-affect areas such as inflation, unemployment, interuterine pregnancy, nuclear waste disposal, abortion, euthanasia, and human abuses of all sorts to more affect-neutral areas such as microcomputers, silicon chips, robotics,

space shuttles, and lasers. The impact of social, political, and economic forces upon the lives of individuals, institutions, and society is very severe currently. Thus, the leader of the future will be challenged as never before to sustain his or her leadership status in this environment.

In observing school boards, citizen groups, superintendents' cabinets, planning task forces, university departments and committees, and other groups that have long-range planning as their intention, the same behaviors are exhibited over and over again. Groups begin with determination. They set their sights firmly on the objective--long-range planning. Often they are exhilarated by exposure to new ideas, to scenarios that are thought to approximate what the world will be like in 1995 or 2000. The prospects for a better life, a richer life, filled with increased opportunities and higher levels of satisfaction co-mingle with views that are more pessimistic, even gloom-and-doom.

After a while the glow diminishes and someone will say, "All of this may be well and good, but we have to keep these schools open tomorrow. Teachers have to be paid. Schools have to be maintained. We can't just blue sky all of this." Heads nod, and for a while the group reinspects the current problems and issues that they have been wrestling with for weeks, months, even years. Morale seems to sag, smiles disappear, and frustrations mount.

Then someone will venture, "I thought we were to engage in long-range planning. This doesn't sound like that to me. If this is all we are going to do, I've got better uses for my time." And so the group is re-directed, back to the planning responsibility, one would hope.

Most long-range planning groups go back and forth between the future, the present, and on occasion, the past. It is very difficult to remain focused on the future without regimen or discipline and a structured framework that

keeps things in place. The next requirement is a leader who possesses insight into group process, but more importantly, understanding of how people can work back and forth constructively between thinking about the present and the future and how to get from here to there and back again, achieving a sense of progress in the process.

Because of the pace of change, the future becomes the present at ever increasing rates. The lead time for leading (or planning) often collapses in the face of underestimates of how long it will take a certain technology, for example, to begin to impact upon individuals, institutions, and society. The microcomputer is a case in point. The microcomputer is revolutionizing American (as well as many other) societies and has enormous implications for education.

When could educational leaders have reasonably been expected to have initiated effective planning in regard to the utilization of microcomputers for educational purposes? Three years ago, five years ago, ten years ago--maybe more. Certainly planning initiated five years ago would have been very helpful. Since almost no planning has occurred, we find ourselves responding and adapting to the presence of microcomputers without well developed thinking about their significance, about the negative consequences of their utilization, or about the questions of equity and justice that are embedded in their adoption as instructional tools.

What does the leader require in order to maintain his/her focus upon the future and the present simultaneously? How can the leader work with others so that they are able to do the same? Are there tricks of the trade? From our assessment, the leader will need to possess the following: (1) a capacity to distinguish between and among those things that require short-, medium-, and long-range planning or attention; (2) the ability to sense the rates of change and how much lead time is required to plan, anticipate, or otherwise respond

to change; (3) the practical art of keeping followers' attention riveted on the future long enough so that people arrive at a shared sense of what the future portends before they terminate the effort or retreat to the temporary comfort of reexamining the present; (4) a rational framework for thinking and planning that is comprehensive but at the same time simple enough to be practical; (5) toughness in regard to the task that must be done, and unwaivering commitment to the task and its importance; (6) the ability to work back from agreed-upon institutional goals and objectives in order to put in place all that is necessary to achieve those objectives; and (7) the ability to lead in environments saturated with emotion, and often stimulated by new high-affect technologies.

For example, as a result of a long-range planning effort, a local school district concludes that it will introduce robots (as well as robotics) into the curriculum within five years. The task becomes one of preparation for implementation of that commitment. There are many dimensions to what must follow. Some are financial, some are curricular, some are personnel, some are psychological, some are political.

Robots may replace some employees, both professional and classified. Initially the costs may be high, but the trade-offs reside in long-range savings. The displacement of some employees will not escape the attention of collective bargaining groups; thus resistance must be anticipated and accommodated. The prospects are good for expanding the number and types of robotic applications within a very short time. Growth in the use of robotic services is likely in both instruction and non-instruction settings. Robots that have sight and a sense of smell are in advanced stages of development. Computer driven, with sight and smell, the implications of robotics for schools need to be clarified.

What about brain research? And biogenetic advances in cloning? How far are we from rather widespread experimentation with mind adjustments, especially those designed to improve human memory? Should educators begin serious planning in anticipation of their impacting upon education? The answer is: probably. Unless there are laws passed to prohibit further research and development in these areas, new breakthroughs are coming. The speed of such changes is difficult to anticipate, but once it begins to gather momentum, it is likely to move with great acceleration.

Returning for a moment to where I began, the leader of the future will necessarily have to maintain a focus on the future and the present simultaneously. The leader will lead in environments where followers will find it increasingly difficult to maintain their own psychological equilibrium. In fact, the confluence of changes of technological, economic, political, social, and religious significance may be too much for many people to manage.[8] As the numbers of persons unable to cope escalate, the difficulties of leaders will intensify. As this problem grows in seriousness, there will be proposals to attack it through chemical means--drugs of various sorts. The specter of Brave New World (and 1984) will appear, especially the classification of citizens into categories like Huxley's alphas, betas, deltas, and gammas. It is quite possible that Americans will authorize the use of soma or its contemporary equivalent for control.

The early outlines of one such group are already taking shape.[9] Sociologists have labeled it "the underclass." It is a group, growing in size, comprised of persons for whom there is little or no hope, no possibility that they can adjust or make it in our emerging society. Unemployed and unemployables are there; so are many veterans, some children of the sixties, old people, and immigrants, especially second and third waves from Southeast

Asia. As things are developing now, the simplest policy will be to put them on the dole and keep them in a state of euphoria through drugs.[10]

Bridging Between and Among Many Sectors of Interest

In response to the intensifying complexity that marks current society as well as the one that is emerging, leaders will need to lead in more than one arena simultaneously. Leaders within education will, if they hope to succeed, branch out and become active in other areas of civic interest and responsibility. The leaders who are influential currently are often persons who are this type. They may be from business but they also lead in the arts, in voluntary organizations such as the United Way or Community Chest, in youth serving agencies, on occasion civil rights organizations, often in terms of regional or city chambers of commerce, church organizations, and activities within professional organizations if the person is also a professional.

We are just completing at Ohio State the every-ten-year study of the American school superintendent. This piece of work has been repeated every decade since the 1920s. It was of interest to us to find that superintendents of schools in the 1930s held more civic leadership responsibilities than they did professional leadership responsibilities. That is, they were at work in other community areas with leadership significance more than within their own professional group.[11] This was the period of the great depression, and their participation may in part have been personal diplomacy on behalf of education. Superintendents were intermingling with other influential persons from their local areas, giving extensive amounts of time to other public and non-school civic interests and at the same time building support for their own school district.

Thus we believe that bridging skills are imperative. Leaders will lead in several areas simultaneously, and will be visible and respected, and through this visibility and respect they will enhance education, its growth, and its prosperity.

Mixed Scanning, Monitoring, and Interpreting Events

Scanning combines the collection and processing of information with the process of making choices. Mixed scanning involves simultaneous review on at least two levels, one micro and the other macro. Macro scanning focuses upon data that treat larger problems and issues that are more complex. Such problems and issues do not yield to micro scanning approaches, which are more incremental and mechanistic. In the late 1960s Etzioni noted that leaders differ in their scanning preferences and behaviors, but he advocated the development of mixed scanning skills at that time.[12] Effective leaders are more likely to use mixed scanning, because it more nearly fits the requirements of a changing society.

We acknowledge the significance of these skills. We hasten to add, however, that they are dependent upon the leader's (1) motivation towards knowledge acquisition (learning), (2) capacity to monitor (scan), (3) a congeries of relevant or potentially relevant data sources, and (4) ability to interpret (pass judgment) on the meaning of heterogeneous sets of data produced through mixed scanning. Meanings will have to be ascertained for the organization as well as the leader's acts of leadership within the organization. Mixed scanning, monitoring, and interpreting are a combination of skill, commitment, and habit. Scanning multiple data sources is time consuming; thus the acquisition of scanning skills should lead ultimately to some efficiencies. Interpretation calls for a high order of intelligence, likely to be aided and

abetted by a solid background in liberal arts. The humanities will continue to be a source of insight as leaders search for meaning from diverse data sources. For example, C. P. Snow's The Two Cultures remains a relevant reference in helping leaders understand the relationship between the sciences and the humanities.

Depicted in Figure 1 is an example of how Lasswell's value/institution categories can be adapted to monitoring sources of change as well as the content of change.[13] Lasswell's eight sectors provide a convenient framework for laying out the monitoring and scanning tasks confronting leaders in the future. Within the octagon nearest the "educational leader," twenty-three current examples of change are identified. Many of them, robotics for instance, are examples of where macro scanning is in order. Each is complex in its own right. Each requires intensive attention if the leader is to be confident enough about his/her understanding of the change to make interpretations of its meaning for his/her performance as a leader.

The twenty-three change examples are only a fraction of the changes that play upon the leader. (Note that there are no changes emanating from Respect.) The advantage of using Lasswell's categories (or some other framework) is that it brings a bit more order to the environment. A school superintendent would be well advised to assign one or more staff members to each of the sectors. Their assignments would be to scan and monitor events within each sector, become knowledgeable about the sector and change events within it, and report regularly to the superintendent regarding events within the sector that have significance for education.

MONITORING SOURCES AND CONTENT OF CHANGE

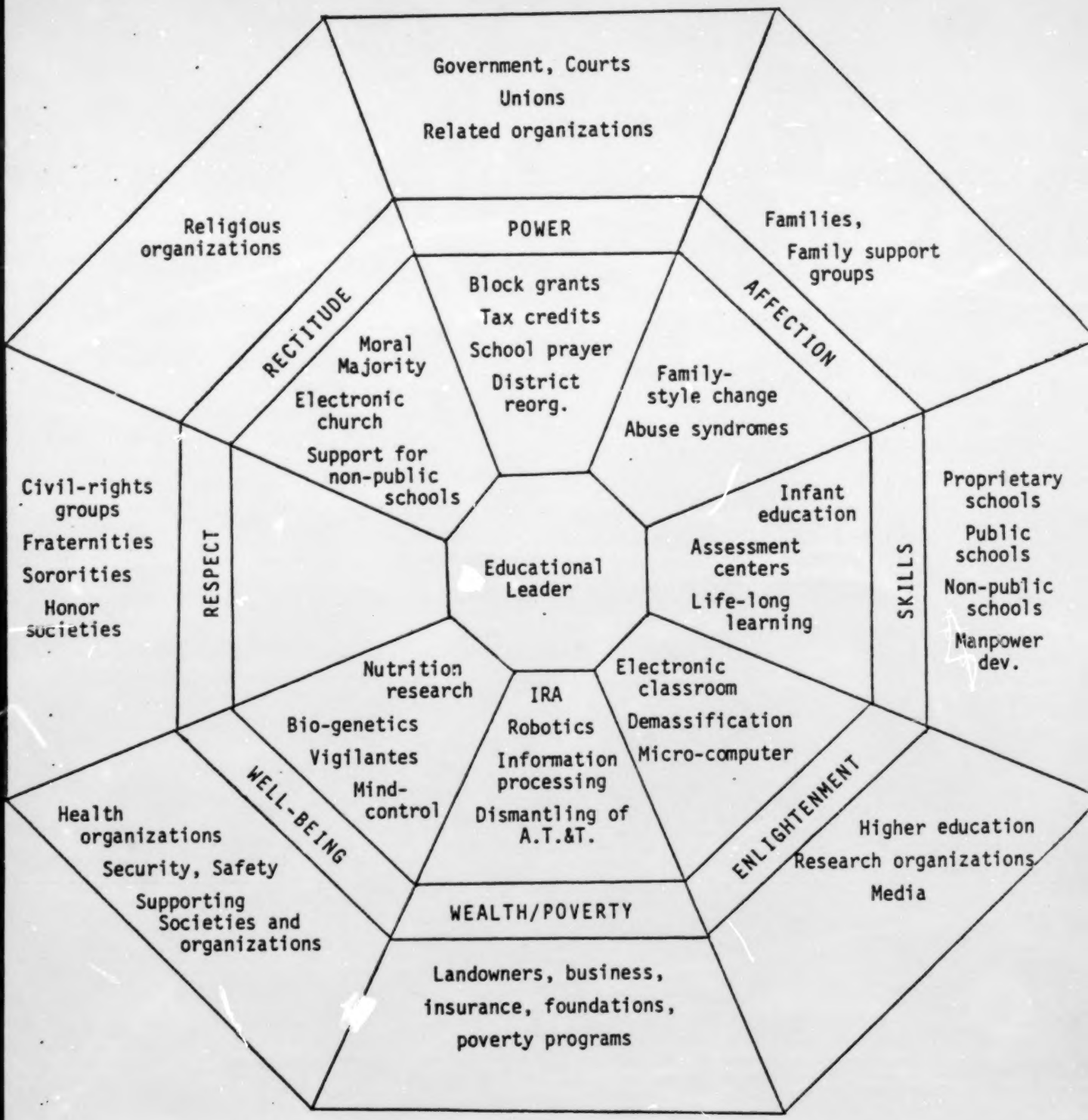

Figure 1

Appraising Skill

Skill in appraisal is a higher-order talent than evaluation or assessment, which are more technical in nature. To appraise is to judge and to place a value upon institutional performance. It is to step back from or rise above the day-to-day life of an enterprise and pass judgment on a range of matters, including a self-estimate of the leader's own performance.

James E. Webb headed the National Aeronautics and Space Administration in the critical period from 1961 through 1968. He exemplifies an executive who dealt very successfully with interfaces involving the scientific and technological communities and the management and organization communities. Under his leadership, NASA became a massive enterprise. Webb had the ability to extract the best from Second Wave (Toffler's term) management technology and blend it with Third Wave notions of organizational fluidity and temporary systems. In his book, Space Age Management, he emphasizes the significance of an executive's ability to pass judgment after examining complex data from multiple sources. He noted: "Our policy was to utilize and emphasize patterns of administration that would develop careful judgment as an almost instinctive approach to important problems by all key personnel."[14]

Accountability will be demanded in the near future even more than it is now. Educational leaders will be expected to exhibit competence in assuring constituencies that institutions are meeting expectations. New techniques to aid in appraisal can be developed. Licata has developed an important model for the appraisal of educational leadership personnel, which systemically relates professional development and evaluation. The model incorporates a technology for leaders to assess themselves, a genuinely useful tool for leaders of the future.[15]

Adaptation Skill

Toffler, Michael, Cleveland, Burns, Argyris, and Maccoby speak to the need for leaders to adapt to changing conditions and to accept an uncertain future. Webb asserts that "The executive in a dynamic situation must rely on his basic capabilities to perform, not on the standardized, time proven approaches."[16]

Michael maintains that leaders in the years ahead will work toward "future-responsive societal learning." They will find it rewarding to learn at least six things:

1. Live with and acknowledge great uncertainty
2. Embrace error
3. Seek and accept the ethical responsibility and the conflict-laden interpersonal circumstances that attend goal-setting
4. Evaluate the present in the light of anticipated futures, and commit themselves to actions in the present intended to respond to such long-range anticipations
5. Live with role stress and forego the satisfactions of stable, on-the-job, social group relationships
6. Be open to changes in commitments and directions, as suggested by changes in the conjectured pictures of the future and by the evaluation of on-going activities[17]

There is a moral imperative, as Michael sees it, for leaders to teach their followers how to be competent long-range social planners. That is the only way for organizations of the future to achieve future-responsive societal learning, to accomplish the purposes of the organization, and to facilitate the growth of the society. The leader lives with a tripartite ethical and moral obligation--to himself or herself, to the organization, and to the society--to further societal learning. Michael's thinking has special significance for leaders of the educational community.

Adaptation skill applies as well to the incorporation of advanced technologies of all sorts in leader performance. Computers appear to have nearly unlimited application to decision making and problem solving. Word processing, interactive television, home communications centers, networking, and rational systems in abundance are contemporary technologies available to leaders. West comments that human relations in the future will give way to techno-relations, with intuition as an encompassing principle for successful communication.[18]

Skill in Utilizing Intuition

In his paper for the Montclair conference, Harman emphasizes that there are no clear limits on the potentialities of the creative, unconscious "higher" mind. He writes:

> The annals of scientific discovery are replete with anecdotes describing how insight seems to come from some behind-the-scenes creative process, often after the conscious mind has wrestled with a problem and "tried everything," and often when the conscious mind is distracted from the problem, as during a nap or a walk.... Sometimes the answer is put forth in easily recognizable form; sometimes in veiled imagery. Sometimes it is visual; sometimes auditory; sometimes simply as a sure inner knowing. The solutions typically not only "feel" right but test out in application.[19]

The leader's challenge, then, is to "harness" intuition. Vaupel lists intuition among a range of decision-making methods available to leaders. He writes that "most of the decisions made consciously are made on the basis of a virtually instantaneous process which is commonly called 'intuition' or 'snap judgment' and 'wholistic response.'"[20] Michael admits to the significance of intuition and argues that we shall have to depend on highly imaginative ideas that have little if any support in "hard" data and reliable theory. He sees these imaginative ideas deriving from feelings, intuition, and hunch. He also admonishes persons to exercise caution in the use of intuition, lest

subordinates lose faith in the strength and soundness of decisions formed through intuition.[21]

Obviously more needs to be said regarding this skill and its utilization. Research in the future will likely focus on the incorporation of intuitively derived decisions into patterns of leadership.

Decision-making Policy Development Skills

This is not a play on words. Leaders of the future will require the ability to develop decision-making policy. Policy regarding decision making will become more and more crucial from this day forward. Forrester (participating in an important symposium on the future of computers in 1962) advised that the managers who will be in demand, those who will command the highest salaries, will be those who can lead in the development of information policy and decision-making policy. "He is the one who will be able to work with the way information sources and decision-making policy at each of the many points throughout the organization combine to create desirable results."[22]

At this same symposium, C. P. Snow cautioned, not against the continued development and refinements of computers, but against the dimunition of human judgment in a world where it is possible to "contract out" more and more decisions, either to machines or to a small group of people who understand the machines. If this occurs, people will feel ultimately that they (the citizens) have no part in what is of vital concern to them.[23] Individual human judgment may go by default, if society allows the power of decision to fall more and more to small esoteric groups. If this were to occur, Snow argues that the moral and intellectual life will wither and die.

Managing Symbols

Earlier, reference was made to Lasswell's concept of a "flow of images." Attitudes and perspectives, points of view, and feelings of confidence or lack of confidence develop among followers or persons who fall within the orbit of a leader's influence. These attitudes and points of view, these feelings, are the result of a host of observations and impressions that accrue over time. Some result from personal associations with leaders; some from written communications, from rumors, from the media, from second-, third-, and fourth-hand accounts; and some from simply seeing the leader at a distance, maybe at a public event of some sort.

Leaders of the future will need to understand the myriad ways that their leadership is projected, including its directions (upward and downward within an organization as well as outward into the community). They will need to know as well the means through which leadership is personified and symbolized.

It appears that the ceremonial aspects of leadership are becoming more and more important, too. In current terms, this means attendance at public events such as ribbon cuttings, commencements, weddings, and funerals. The current Governor of Pennsylvania often delivers checks to local communities personally. When he arrives there are ceremonies, with public officials turning out to receive the monies. These ceremonies are thoroughly covered by local and regional media. These are public events of some significance. The political meanings are evident, but at the same time the Governor projects an image of the good provider, a caring person, and "my heart is here with you, the people."

Another important aspect of symbol management rests with the perquisites of leadership roles. Leaders now and as far as one can project into the future will have to give assiduous attention to such things as conflict of

interest, expense account management, credit cards, and telephone utilization. Several educational leaders (principals, central office staff, superintendents, state department officers, university presidents, deans, and staff in higher education) have lost their jobs, or have been demoted, indicted, and in some cases jailed because of careless attention to such matters. The symbolic meaning of a leader's carelessness is more severe now than ever before. There appears to be little tolerance and no forgiveness among educational constituencies in these times. The symbolism wrapped up in an alleged or actual impropriety is very damaging to the person and the institution. Consequently, leaders will have to understand the symbols of leadership and be prudent in their regard.

Educating for Leadership

In the closing of this presentation I include a brief scenario regarding the context of education, circa 1999. It is "tongue in cheek" only in part. There are several important questions that the scenario provokes: Who will prepare leaders? How will we prepare leaders for leadership so that they will be competent to lead in our emerging social and institutional environments? And where will we prepare leaders for the future?

The Context of Education: Circa 1999

The sun penetrates the haze of a Columbus Monday morning. The July commuters, fewer and fewer in number, ease into downtown. The traffic jams of a decade ago are only unpleasant memories. Most of the vehicles are business vans or their equivalents. They bear gawdy advertisements, a carry-over of the past: "Robotics Limited," "Antenna Maintenance," "Information Security, Inc.," "Laser Repair," and "Left Brain Stimulants, Ltd." Most are unread. Drivers, like automatons, find their ways to the office buildings that are remaining. Most business these days is transacted through interactive computer systems, video phones, and remote conferencing.

The site of the Columbus Board of Education, 270 East State Street, is marked by a bronze plaque: Columbus Board of Education, Central Office, Columbus Public Schools, closed June 15, 1982. A new structure will soon be there. Ironically, it is a new laboratory for memory improvement and the application of mind adjusting drugs. The laboratory has funding from federal, state, and local sources. Everyone will have access to its services through the universal educational entitlement fund. The Educational Entitlement Act (PL 106-3333) was passed in 1997, following the ratification of the Educational Rights Amendment in 1994.

The demassification of society following the electronics-based knowledge revolution of the 1980s produced enormous side effects that were only partially anticipated by the sociobiologists and the policy scientists advising bureaucrats and politicians.

Few if any intellectuals in the early 1980s foresaw the disintegration of institutions that the new discoveries of that period were to produce. The most far-reaching was the reconstruction of the human brain within the computer, a project started at NYU and Stanford in the late 1970s. Educators and educational planners were preoccupied with financing schools and universities in those days. Little attention was given to the processes of learning or learning outcomes. Education was essentially cognitively anchored. Now, every child, at birth, has a thorough cognitive, affective, and motor diagnosis, which is the basis for phase one developmental planning, which covers birth to age seven. Phase two planning (age eight through thirteen) is based upon successive assessments, which recur throughout phase one. All assessments are stored in the individual citizen data master file. Master file data are protected under the new body of information laws passed in the late 1980s and early 1990s.

Cognitive, affective, and motor development occurs through experiences designed after thorough inspection of the assessment file data. Development programs are chosen by professionally trained counselors, parents, and individual learners when of age. Educational entitlement monies are available for life-long learning. Public support of segmented learning was abandoned in 1991 in favor of life-long, publicly supported human development. The United States found, early in the 1980s, that it could not compete with Japan under the old system.

A child born in Columbus in 1999 is likely to be strong and healthy, have a good mind, and have excellent chances for cognitive and motor

development. There are serious problems, however, in the affiliative area. Most cognitive development is individualized and man-machine centered. The old practices of small group and peer learning have almost disappeared. If it occurs now, it is usually at home or as a by-product of physical training acquired in the myriad of new motor development centers.

Social development remains as a responsibility of the local community. School boards were replaced in 1991. Now there are boards of educational entitlement counseling and educational experience brokering. New professions have sprung up and others are on the drawing boards. The new boards of entitlement counseling are struggling to develop centers (schools) where social development can occur that is consistent with the needs of the society in 1999, a society that is still transforming itself in response to the electronic-computer-based revolution of the 1980s.

What Next?

I am confident that few educational administration programs, thus far in their development, include skills assessment and training that will enhance an educational leader's chances of success in the future. Nor am I confident that the content of our programs, its organization within courses, seminars, and the like, and the methods by which it is taught are adequate. Students enrolled in the Ph.D. program at the Rand Graduate Institute pursue studies within time frames similar to those in UCEA universities. Persons earning Ph.D.'s from the Rand Graduate Institute move into leadership positions at the policy level, including educational posts. Two paragraphs taken from the 1980-81 Rand Annual Report contain a synopsis of the Rand curriculum and program structure.

> The Institute's curriculum includes three categories of study and applied work. The first is a set of core courses intended to provide a fundamental understanding of concepts and theory, together with the tools and techniques needed for policy analysis. These courses include microeconomics, statistics and data analysis, organizational behavior and analysis, and technology and public policy. The second category is a series of workshop seminars based on completed policy studies in such fields as education, defense strategy and arms control, and health care. The third is on-the-job training. In this program category, graduate fellows participate in Rand research projects, initially as apprentices and later in roles of increasing responsibility, with the object of producing a publishable dissertation in the third year.
>
> Courses and workshops in the academic year 1980-1981 included the following:
>
> Microeconomics
> Statistics and data analysis
> National security economics
> Civil justice (workshop)
> Decision analysis
> Technology and policy analysis
> The political context of policymaking
> Game theory and applications
> Organizational behavior and analysis
> Econometrics

Uses of history
Operations research (workshop)
Psychological aspects of decision-making
Values in policy analysis[24]

Reference to Rand is made not because the program is so starkly unique or demonstrably superior to educational administration programs within UCEA member institutions. There appear to be more similarities than differences. The appealing dimensions of doctoral work at Rand are, first, that persons enrolled rub shoulders day to day with persons who will be leaders eventually in different fields, e.g., education, health, defense strategy, and arms control. The second dimension is the incorporation of Rand students into the everyday work of the Corporation within an apprenticeship ideology, increasing responsibilities as competencies warrant. And the third is that dissertations grow out of the research and field study agenda of the Corporation.

The Rand program is useful in another sense. It is an example of a genre of accredited graduate programs that exist in non-traditional settings such as non-profit corporations (Rand), businesses (IBM), and the military (Wright-Patterson). These may be sources of ideas that will help in the reform of educational administration programs in regard to content, structural organization, and skill development.

Over the past five years I have had the opportunity to be involved in the appraisal of several doctoral programs in educational administration in different parts of the United States. Some of those were in UCEA institutions, and some were not. Although there is variation in quality, there is an overriding sameness about them. The similarities are in ethos, format, faculty composition, and mission. The work students engage in is overwhelmingly content centered. The residency as a requirement has vanished, for all intents and purposes. There is almost no planned leadership skill assessment or development. Skills that are developed are those embedded in academic

performance, which is an excellent objective. There is no assurance, however, that persons who emerge from educational administration programs have leadership skills commensurate with the requirements of the future. This is obviously an old problem, but given the change phenomenon of the 1980s, it seems that leadership skill development should have higher priority.

Thus I urge that UCEA establish a small task group to analyze the content and skill requirements of educational leadership for the remaining years of this century and produce recommendations for educational leadership program changes. To repeat, the focus should be upon the requirements for leadership, and as those are ascertained and clarified, then attention should be directed toward the selection and organization of content and the identification and refinement of skill development proposals consistent with the qualifications essential for leadership effectiveness.

At the moment there is nothing in place--no energy or resources allocated to this problem. There have been few year-to-year changes in leadership training. If one were to have looked at formal programs of leadership development in 1962, 1972, and 1982, it would be difficult to note any major changes. There have been some fine tunings here and there, but no substantial modifications. Can this mean anything but obsolescence?

It seems to me that UCEA, through its collective resources (intellectual and fiscal), can mobilize such a task group, define its mission, assign a time table, and look forward to some guidelines that might be of value to its members. The work of the task force on "Preparing Leaders to Anticipate and Manage the Future" can serve as a point of departure.

FOOTNOTES

1. Robert Jastrow, God and the Astronomers (New York: Warner Books, Inc., 1978) pp. 105-106.

2. I am indebted in the preparation of this paper to the work of Richard C. Snyder, formerly Director of the Mershon Center, The Ohio State University, and now of Scottsdale, Arizona. Two unpublished papers were particularly useful: "Leadership and Citizen Participation," 1977 and "Leadership and Management of Education in a Changing Environment," 1973. See also Margaret G. Hermann, Richard C. Snyder, and Luvern L. Cunningham, "Leadership: Some Trends, Challenges, and Opportunities," Quarterly Report. Mershon Center, The Ohio State University, Vol. 5, No. 3, Spring, 1980.

3. Cecil A. Gibb, "Leadership, Psychological Aspects" in International Encyclopedia of the Social Sciences, David L. Sills, ed. (New York: Macmillan Company and The Free Press, 1968) Vol. 9, p. 91.

4. For an overview of several approaches to the study of leadership, see Luvern L. Cunningham and William E. Gephart, eds. Leadership: The Science and the Art Today (Itasca, Illinois: F. E. Peacock, 1973).

5. Robert Wood, "The Disassembling of American Education," Daedalus. Summer 1980, p.

6. John W. Gardner, Morale (New York: W. W. Norton and Company, Inc., 1978), p. 50.

7. Lasswell's writings are so extensive that it is difficult to cite a single reference. We suggest for a beginning, however, Harold D. Lasswell, Pre-View of the Policy Sciences (New York: American Elsevier Publishing Company, Inc., 1971). Also Harold D. Lasswell and Allen K. Holmberg, "Toward a General Theory of Directed Value Accumulation and Institutional Development," in Political and Administrative Development, Ralph Braibant, ed. (Durham, N.C.: Duke University Press, 1969). See also Luvern L. Cunningham, "Applying Lasswell's Concepts in Field Situations," Educational Administration Quarterly, Vol. XVII, Number 2, Spring, 1981, pp. 21-43.

8. For an interesting set of comments about technology, see "Some Issues of Technology," Daedalus, Vol. 109, No. 3, Winter 1980, pp. 3-24.

9. Bernard C. Watson, "Achieving a Viable Urban Education System," paper presented to The Ohio State University Battelle Endowment Program for Technology and Human Affairs," February 5, 1981.

10. Rereading Huxley now and then is worth the effort. Aldous Huxley, Brave New World, New York: Bantam Books, 1955, pp. XIII, XIV. For seven other scenarios try Paul Hawken, James Olgivy, and Peter Schwatz, Seven Tomorrows. Toronto: Bantam Books, 1982.

11. Luvern L. Cunningham and Joseph T. Hentges, "The American School Superintendency, 1982" (Columbus, Ohio: The Ohio State University, 1982) pp. 81-82.

12. Amitai Etzioni, The Active Society (New York: The Free Press, 1968), Ch. 12. See also Rosabeth Moss Kanter, "Power and Leadership in the Future: The Demands, Delights, and Dilemmas of Participatory Management," paper for the Anticipatory Leadership Conference, Montclair, New Jersey, May, 1980, p. 4.

13. Lasswell, op. cit.

14. James E. Webb, Space Age Management (New York: McGraw-Hill Book Company, 1969), p. 157. This is a short but impressive book authored by an executive who administered the most technologically advanced program in the history of the world. His administrative environment was the most complex yet experienced by a single executive.

15. Joseph W. Licata, "Systematic Appraisal of Educational Leadership Personnel," Informal Publication, Mershon Center, The Ohio State University, Columbus, Ohio, 1980, 63 p.

16. Webb, op. cit., p. 164.

17. Donald N. Michael, On Planning to Learn and Learning to Plan (San Francisco: Jossey-Bass Publishers, 1973), p. 18.

18. Philip T. West, "Imagery and Change in the 21st Century." Paper for the Anticipatory Leadership Conference, Montclair, New Jersey, May, 1980.

19. Willis W. Harman, "Two Contrasting Concepts of Participatory Leadership." Paper for the Anticipatory Leadership Conference, Montclair, New Jersey, May, 1980, p. 6.

20. James W. Vaupel, "Muddling Through Analytically" in Improving the Quality of Urban Management. Willis D. Hawley and David Rogers, eds. (Beverly Hills/London: Sage Publications, 1974) p. 189.

21. Michael, op. cit., pp. 93-94.

22. Jay W. Forrester, "Managerial Decision Making," in Computers and the World of the Future, Martin Greenberger, ed. (Cambridge, Mass.: The M.I.T. Press, Massachusetts Institute of Technology, 1962) p. 66.

23. C. P. Snow, "Scientists and Decision Making," in Computers and the World of the Future, Martin Greenberger, ed. (Cambridge, Mass.: The M.I.T. Press, Massachusetts Institute of Technology, 1962) p. 13.

24. Rand 1980-81, Annual Report, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406, p. 98.

ABOUT UCEA

The University Council for Educational Administration (UCEA) is a nonprofit corporation whose members are major universities in the United States and Canada. Thirty school districts are affiliated with UCEA.

History

In 1954, members of the Cooperative Program in Educational Administration (Middle Atlantic Region) proposed an organization which would be devoted to improving the professional preparation of educational administrators. To help establish such an organization, a central office with part-time staff was established on the campus of Columbia University, financed by a grant from the W. K. Kellogg Foundation to Teachers College of Columbia.

Between 1956 and 1959, with the help of the staff at the Teachers College office, UCEA's constitution and by-laws were formulated, the organization's purposes were defined, and additional financial support was obtained in the form of a five-year grant from the Kellogg Foundation. The UCEA central office was moved to its present location on the campus of The Ohio State University in 1959 and a small, full-time staff was hired.

Since its inception, the Council has worked to improve the professional preparation of administrative personnel in both continuing education and pre-service programs. UCEA has been a major contributor to:

1. Broadening the content of preparation programs for educational administrators.
2. Extending use of more effective methods of inquiry in educational administration.
3. Shifting educational administration from an anecdotal orientation to a more scientific one, leading to generalizations about organization and leadership.
4. Developing new instructional materials for administrator programs.
5. Fostering exchanges in research and in program development between professors and administrative leaders in the U.S. and their counterparts in other countries.
6. Continuing efforts toward standards of excellence in research and in preparation programs for administrative personnel in educational administration.

More recently, the Council also has focused considerable attention on strengthening relationships between institutions that prepare administrators for service and the school districts and other agencies in which administrators serve. The major means to accomplish this has been the UCEA University and School District Partnership described later in this document.

UCEA GOALS AND ACTIVITIES

UCEA engages in a variety of activities and produces a number of publications and instructional materials. All these activities and products proceed from a basic set of goals sufficiently stable to give the organization identity, yet flexible enough to respond to changing conditions in educational administration.

Goals

Briefly stated, UCEA goals are:

- To advance understanding in all areas relating to educational administration and to enhance the research capability of participating institutions.
- To develop better methods of instruction, new materials, and other approaches to help bring about more effective pre-service and staff development programs for all professionals in educational administration.
- To create more effective pathways and networks for exchanging new understandings and better methods among persons working to advance educational administration.

Program Activities

A representative sample of the many types of activities sponsored by UCEA follows:

- Inter-institutional research projects on such subjects as principalship effectiveness, education policy, and managing resources.
- Articulation of new directions for research and training — for example, in formulating research perspectives, in preparing leaders to anticipate the future, and in establishing criteria for administrator certification.
- Development and testing of training programs for administrators that make effective use of resources in other disciplines — for example, stengthening the humanities in administrator preparation programs.
- Professional renewal opportunities for member institutions — for example, seminars and workshops on subjects such as methods of research, preparing leaders for the future, and coping with the challenges of urban education.
- Involvement of graduate students from member institutions in professional seminars, institutes, and conferences and in research and development projects.
- Creation of new organizations — the UCEA University and School District Partnership and the Inter-American Society for Educational Administration.

Publications

- **Educational Administration Quarterly** (established in 1965), a journal containing conceptual and theoretical articles, research analyses, and reviews of books in educational administration.
- **Educational Administration Abstracts** (established in 1966), a journal produced through the cooperative efforts of UCEA institutions containing brief summaries of articles from approximately 140 professional journals.
- **Journal of Educational Equity and Leadership** (first published in 1980), a periodical devoted to consideration of equity-related educational needs of Hispanics, Blacks, American Indians, Asian-Americans, women, and other groups.
- **UCEA REVIEW**, an in-house periodical that provides up-to-date information on UCEA activities and news from member universities and Partnership school districts.

In addition, UCEA regularly aids in the production and distribution of a wide range of books, monographs, special reports, and other media.

Instructional Materials

UCEA is especially concerned with the need to develop instructional materials that will improve administrator preparation programs. A number of games and simulations have been developed for this purpose, including the "Monroe City" urban simulation, developed and demonstrated in various parts of the U.S. and Canada by more than 180 professors from 40 universities. The most recent UCEA training tool is the Adams Simulation, which contains five simulations of administrative positions in a surburban school district.

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